

Inferring	<i>Honey, I Love</i> by Eloise Greenfield <i>Things</i>
Objectives:	<p>We want students to:</p> <ul style="list-style-type: none"> • understand what it means to infer. • infer the meaning of poems by merging their background knowledge with clues from the text. • grow to cherish the sound of words and the rhythm of language.
Materials Needed:	<p>Poem (Things) written on Chart paper</p> <p>20 Copies of the poem typed for small group</p> <p>20 copies of "I Infer..." Thinksheet</p> <p>Teacher's drawn inference of a sandcastle being washed away by waves</p> <p>sticky notes</p>

Time	Activity
15 min.	<p>Opening of the Day and Independent Reading -</p> <p>As students enter, they will begin with 10 minutes of independent reading time. Opening - students sitting in a circle up close. Use this time to review the schedule for the day and build engagement and motivation.</p>
20 min (total)	<p>Read Aloud/Shared Reading (whole group)</p> <p>(explicit instruction) - This is where teachers connect and engage students' interest and activate and build their background knowledge, finding out what they know. Teachers use this time to think aloud, modeling and demonstrating the "inside" story of reading mentor texts. Students enter in by turning and talking and "holding" their thinking on stikki notes.</p>
10 min	<p>Connect & Engage:</p> <p><i>I brought this wonderful book of poems. It is tiny, but great poems often come in small packages! <u>Honey, I Love</u> and other love poems is written by the poet Eloise Greenfield. All of the poems were written by her. This book is a collection of her poetry.</i></p> <p><i>Turn to each other and talk about what you know about poetry. [Kids turn and talk] Tell me, what are some things you already know about poetry?</i></p> <p><i>One of the things I love about poetry is that it has rhythm. I selected this poem called <u>Things</u> from the collection and wrote it on a chart so you can all see it. Let me read it once for you. Listen to the rhythm. [teacher reads it from the chart rhythmically. Read the last stanza more quietly and slowly.] Let's try it together. Let's echo read it. (Echo reading is a teacher-led strategy designed to support fluency.) I will say the line first and then you say the line. [kids echo each line after the teacher.] I just love that poem.</i></p>
5 min.	<p>Model:</p> <p><i>Let's think about this poem for a minute, and then we will read it again. Sometimes poetry doesn't give you all of the information; you have to figure</i></p>

	<p>it out. We call that inferring. For instance, I have a question. What happened to the candy? You have to infer. Who thinks they know? [wait for student response - she ate the candy]. So interesting. Let's take a look at that part. [teacher points to the first stanza and reads it.] Right here, where it says "Bought me some candy/Ain't got it no more," it doesn't say what she did with the candy. It only says she doesn't have it anymore. What makes you think [she ate it]? That's right! You knew that the candy didn't just disappear into thin air. She ate the candy because that is what you do with candy. Inferring is taking your background knowledge, and adding clues from the text to figure something out. [teacher points to the chart, where it says "Bought me some candy/Ain't got it no more.] Those words are clues about what happened to the candy. I'm going to write the word clue next to those words. I took the clue and added my background knowledge to infer what happened to the candy. [teacher asks a student to come forward. Whisper to the student and ask them to say, "I infer that she ate the candy."] Did you all hear what _____ said? Turn to each other and talk. What word did _____ use that is new to us today? [infer] Exactly! That means _____ figures that the person in the poem ate the candy. It isn't a guess. We infer that she ate the candy because of the clues in the poem and what we know about what we do with candy. I am going to write I infer on the board so that we remember the word and what it means. I am going to mark this sticky note with an I for infer. On the sticky note, I am going to quote _____ and write "She ate the candy." and draw some candy, and then I will put the sticky note up on the chart next to where we can infer that information.</p>
5 min.	<p>Guide:</p> <p>Let's all read the next part. [we read the second stanza chorally] Let's find the clues in this part that will help us infer what is going on. "Went to the beach/Played on the shore/Build me a sandhouse/Ain't got it no more/Ain't got it no more" So she was at the beach. That is a clue. What did she do there? [students respond] I agree. And it's just like the candy, it's gone now. I want you to think about what you infer happened to that sandhouse - we'll do more with it in your small group in a little while.</p>
Time (20 min. /group) 60 min total.	<p>Fluency Often students move into pairs (fluency partners) or small groups to deepen and apply their learning.</p> <p>Independent Reading Students will engage in independent reading, making connections to the text, jotting down interesting words and adding to their journal.</p> <p>Small Group Instruction – mini-lesson</p> <hr/>
5 min	<p>Small Group Instruction</p> <p>Now think about and draw the picture you inferred what happened to the sandhouse. Use your I Infer... Thinksheet.</p>
2 min	<p>Ok, now share your drawing with a partner and talk about what you infer happened to the sandhouse. [Kids turn, talk, and share their drawings.]</p>

4 min.	<p><i>Who has thoughts about this and would like to share a drawing? This is how to do it.</i> [Teacher holds up a thinksheet and says, "I infer..."] <i>Who wants to try?</i></p> <p><i>Such good inferring. You know that waves can wash away sand castles on the beach. And that someone can step on sand castles and ruin them and then the water washes away what's left. I'm going to write the word Clue next to this part of the poem, where it says Build me a sandhouse/Ain't got it no more. Those words are a clue about what happened to the sandhouse. We used our background knowledge to infer that the sandhouse disappeared because it was washed away by the waves. Or maybe stepped on. I will write an I on this stikki note for infer, because you all helped me to infer that the water washed the sandhouse away. I could draw it, too, couldn't I?</i></p>
2 min.	<p><i>Let's look at the last part of the poem. Let's all say it together:</i></p> <p><i>Went to the kitchen Lay down on the floor Made me a poem Still got it Still go it</i></p> <p><i>What's different about this part?</i> [She still has the poem] <i>Exactly. The candy and the sandhouse disappeared but she still has the poem. Why? Turn and talk about that. What do you infer?</i></p>
7 min.	<p><i>OK, now I want you to turn your inference drawing over to the side with the lines that begin with I infer. Draw what you infer happened at the end of the poem. Remember to think about what you already know and use clues to infer what is going on.</i></p> <p>[students draw (not worrying about writing yet) inferences]</p>
15 min.	Recess/Snack Break
(15 min /group) 30 min total	<p>Group 1: Take Home Selection (split groups - 15 minutes each) Two members of the team will assist students in the selection of 'just right' books to take home for the week</p> <p>Group 2: Modeled/Shared/Interactive Writing (Connected to Morning Read Aloud Book) -Teachers will use this time to teach a very short mini-lesson, which students will often apply in responding to their reading.</p>
5 min.	<p><i>Today I'm going to do a writing talk aloud about the inference I made from the poem and what happened to the sandhouse.</i> [picture would be of a sand castle being washed away by the waves]</p> <p><i>When I think about the sandhouse in the poem and it said "Ain't got it no more/Ain't got it no more", that made me realize that there isn't a sandhouse there anymore. As I wondered what happened to the sandbox, I inferred that</i></p>

	<p><i>the waves might have washed the sandhouse away. So I'm going to write a sentence to match my picture. Watch as I write my sentence: "I infer that the waves washed the sandhouse away." I know that good writers begin a sentence with a capital letter. My first word is I. I also need to remember to put a space between I and my next word. I'm going to say the sentence again to help me remember the next few words. "I infer that the waves washed the sandhouse away." So my next word is "infer." [write the word 'infer'] I hear a little word inside of infer – listen, "in-fer." "in" is a little word that I know – "i" "n". So now my sentence says "I infer." I'm going to repeat my sentence to remind me what comes next. "I infer that the waves washed the sandhouse away." My next word is "that." The next word is "the". My next word is "waves." [continue the sentence with each word]. Now I'm at the end of my sentence. To tell my reader that my telling sentence is finished, I need to put a period.</i></p>
10 min	<p><i>I am handing out bookmarks to each of you. I want you to write the words: I infer on the bookmark. This week as you read your take home books I want you to think about what you learned and share what you infer with someone at home.</i></p> <p><i>Today for your writing, I want you think back to the inference you made at the end of the poem. Before we begin writing, take a minute and share your inference with a partner. [kids share with a partner]</i></p> <p><i>Now, you are going to write a sentence or two about the inference you made at the end of the poem. Remember to think about how writers begin a sentence [with a capital letter] and end a telling sentence with a period. [Teacher coaches individual students while they are writing]</i></p>
5-10 min	<p>Sharing/Closing -</p> <p>Use this time to reflect on the day. This is a good time to suggest ways students can share their learning at home, to read a short poem or interesting text, hear student book talks and to share their own literacy by talking about what they are planning to read at home.</p>

THINGS

Went to the corner

Walked in the store

Bought me some candy

Ain't got it no more

Ain't got it no more

Went to the beach

Played on the shore

Built me a sandhouse

Ain't got it no more

Ain't got it no more

Went to the kitchen
Lay down on the floor
Made me a poem
Still got it
Still got it

